

関西大学外国語教育学研究科 英語教育連環センター主催
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A holistic approach to teaching speaking in the English language classroom

講師：Professor Anne Burns

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開催日時：平成28年10月29日（土）15時30分

開催場所：岩崎記念館 4階 F401



Bio

Anne Burns is Professor of TESOL at the University of New South Wales, Australia in Sydney. She is also Professor Emerita at Aston University, Birmingham and is a Visiting Professor at Soka University during October and November, 2016. She was recently recognised as one of TESOL International's '50 at 50' who had made a significant contribution. Her research interests include action research, teaching speaking from a discourse/genre perspective and language teacher education. Her book, *Doing action research in the language classroom: A guide for practitioners* (2010, Routledge), has been widely used by English language teachers and teacher educators internationally.

概要

In recent decades, English language teaching policies and curriculum development in many Asian countries, including Japan, have moved from more traditional forms of practice towards communicative and task-based approaches. Within this movement, the ability to develop good spoken communication skills is often a priority, and has become a more important aspect of classroom practice for both English language learners and teachers.

However, learning to speak in a second language is complex. To develop good oral competence, speaking needs to be taught explicitly, both as a process and a product. While classrooms may be full of activities for speaking, it is not necessarily the case that learners are guided systematically to learn the skills and processes of speaking. Designing good speaking programs requires a holistic approach that integrates attention to cognitive, and metacognitive skills, discourse knowledge and learning strategies. In addition, teachers need to consider various principles for selecting appropriate activities and materials for teaching speaking. Drawing on work by Goh and Burns (2012), I will discuss some key concepts that inform the teaching of speaking. I will also present a pedagogical model that offers a holistic approach to planning speaking programs. Principles for selecting and evaluating resources and material for speaking classrooms will also be discussed briefly.

Reference

Goh, C.M. M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.

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